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AUTHOR Amuleru-Marshall, Nancy
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ABSTRACT

This report from the Arkwright Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 12 findings concerning enrollment, attendance, reading achievement, and math achievement. Findings include the following: (1) the performance of the kindergarten class in the basal program and on standardized tests was excellent; (2) progress in the basal program was commendable in some grades and in need of improvement in others; (3) in general, Chapter 1 students made greater gains; and (4) the percentages of student promoted at each grade level were equal to or greater than the systemwide percentages, except for grade 4. It is recommended that the third and fourth grades receive special attention to alleviate weaknesses in math. In these grades the textbook material must be covered more efficiently, and individual student test reports should be reviewed by the staff so that specific skill deficits can be identified and remediated. More creative instructional strategies must be developed to address skill deficits in grades 1, 3, and 6. Descriptive statistics and test scores are presented in 17 tables. (VM)

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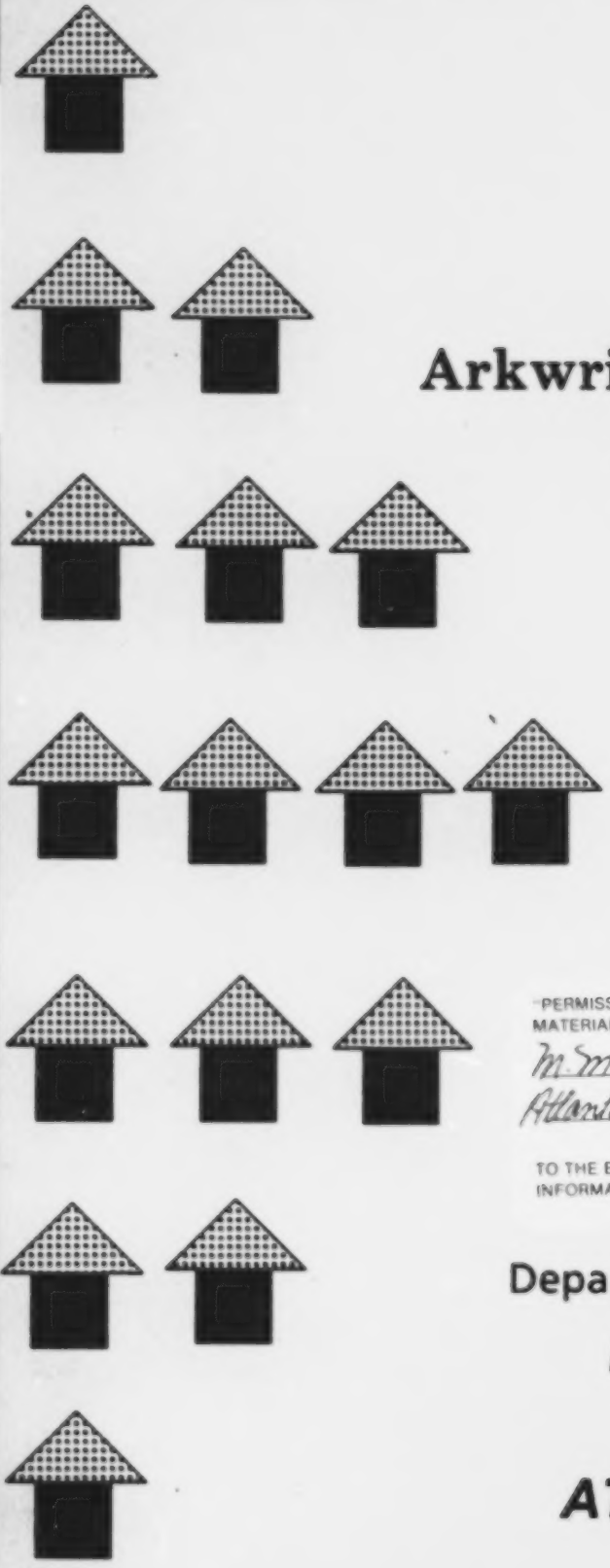

Arkwright Elementary School
School Report
1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

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ARKWRIGHT ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Nancy Amuleru-Marshall, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. Enrollment at Arkwright remained relatively stable over the past two years, remaining at approximately 300.

2. Only one-fourth of the kindergartners entering Arkwright in the 1986-87 school year had the benefit of an extended day care experience (more than 6 months). Systemwide, over half of the entering kindergartners had such an experience. Nonetheless, every kindergarten student at Arkwright was able to complete and master the basal reader, Getting Ready to Read.

3. The mobility index at Arkwright was lower than the previous year's index and continued to be lower than the systemwide index. This indicates that fewer students transferred in and/or out of Arkwright throughout the 1986-87 school year.

4. Both the pupil attendance rate and the staff attendance rate at Arkwright were representative of the rates across the system.

5. In grades 1-7, the system expectation was that at least 50 percent of the students would complete the designated amount of reading and mathematics material in the basal programs.

   a. At Arkwright, grades 2, 5, 6, and 7 exceeded the expectation in reading. In grade 1, an average of 8 of the expected 9 magazines was completed. In grade 3, an average of 3.5 of the expected 6 magazines was completed. In grade 4, an average of 3.4 of the expected 4 magazines was completed.

   b. Grades 1, 2, and 7 exceeded the expectation in mathematics. In the remaining grades, an average of 10-12 of the 13 expected chapters was completed.

6. Arkwright kindergarten students performed very well on the California Achievement Tests, with 93 percent scoring above the national norm in reading and 90 percent in mathematics.

7. The Iowa Tests of Basic Skills (ITBS) were administered in grades 1 through 7. The system goal is that at least 50 percent of the total school population score at or above the national norm. Further, each grade is expected to attain that goal.

   a. In reading, 37 percent of the total school scored at or above the national norm. Only grade 5 met the grade level goal.

   b. In mathematics, 52 percent of the total school scored at or above the national norm. Grades 1, 2, 5, and 6 met the grade level goal.

   c. The social studies and science subtests were administered in grades 2, 4, and 7. The average performance of Arkwright students in all three grades was below the systemwide and statewide performance levels, with the exception of second grade social studies performance which equaled the statewide level.

8. When comparing the gains made on the ITBS by Chapter I students with non-Chapter I students, the data indicate that Chapter I students made greater gains from 1986 to 1987 in both reading and mathematics, with the exception of grade 7 reading.

9. On the Georgia Criterion-Referenced Tests (GCRT) in the first grade, Arkwright students achieved mean scale scores which were equivalent to the mean scores systemwide and statewide in reading and which were below the mean scores systemwide and statewide in mathematics.

   a. Areas of relative weakness in reading were:

      -- Matching beginning and ending sounds, matching letters, and rhyming words.

      -- Recognizing implicitly stated and explicitly stated main ideas, details, sequences of events, and cause-effect relationships.

      -- Making predictions.

   b. Areas of relative weakness in mathematics were:

      -- Identifying sets of points and their relations and properties.

      -- Determining amounts of money.

10. On the third grade GCRT, 94 percent of Arkwright students passed the reading test and 98 percent passed the mathematics test on the first administration.

   a. Areas of relative weakness in reading were:

      -- Recognizing implicitly stated and explicitly stated main ideas, details, sequences of events, and cause-effect relationships.

      -- Interpreting semantic relationships.

b. Areas of relative weakness in mathematics were:

-- Identifying sets of points and their relations and properties.

-- Determining amounts of money.

-- Applying customary or metric units to measure length, volume, weight, time, and temperature.

-- Computing with whole numbers.

11. On the sixth grade GCRT, Arkwright students performed slightly better than did sixth graders systemwide but slightly lower than did sixth graders statewide.

a. Areas of relative weakness in reading were:

-- Interpreting instructions.

-- Recognizing implicitly stated main ideas, details, sequences of events, and cause-effect relationships.

b. Areas of relative weakness in mathematics were:

-- Determining probability.

-- Applying formulas or units of measurement to determine length, area, volume, weight, time, and temperature.

-- Computing with whole numbers, fractions, decimals, and percents.

-- Selecting appropriate operations for a given problem situation.

-- Interpreting organized data.

12. The percentages of students promoted at each grade level at Arkwright were either equivalent to or greater than the promotion rates systemwide, with the exception of grade 4 in which a significant number of students were to be administratively placed.

CONCLUSIONS

1. The performance of the kindergarten class in the basal program and on the standardized test was excellent. Commendations are extended to the staff for providing these students with such a solid foundation.

2. The basal program is the backbone of instruction. Progress through this program was commendable in some grades and in need of improvement in other grades (especially grades 3 and 4). Other achievement measures (ITBS, GCRT, progression skills) are reflective of the status of basal progress.

RECOMMENDATIONS

1. Special attention should be directed to the performance of the third grade class in basals and on standardized tests. Considerable weaknesses appear to be present and these should be addressed by both the third grade and the fourth grade staffs.

2. For those grades which did not meet the system expectation in the reading and mathematics basal programs, specific plans should be made to more efficiently cover the material. Also, the 500 reports should be reviewed by all staff in order to assess the extent of skill mastery.

3. On the ITBS, staff should review students' individual test reports so that specific skill deficits can be identified and remediated.

4. Certain GCRT objectives appear to be deficient across grades 1, 3, and 6. An investigation of creative instructional strategies to address these deficits should be made and shared with the entire faculty.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 24, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

ARKWRIGHT ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	311	327	309	297	301	4	1.3	-10	-3.2
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	14.0	75	1654.0	72
LOAD EXEMPT	4.6	25	640.2	28
TOTAL	18.6	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	39	13	5542	15
COMPENSATORY MATH	38	13	4850	13
K-GARTEN - APS DAY CARE	0	0	877	15
K-GARTEN - NON-APS DAY CARE	11	26	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	32	74	2652	45
FIRST GRADE - APS K-GARTEN	45	98	5801	89
FIRST GRADE - NON-APS K-GARTEN	1	2	627	10
FIRST GRADE - NO K-GARTEN	0	0	123	2
PUPIL-TEACHER RATIO	21.5		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	25	8	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	71	24	10469	28
MOBILITY INDEX:				
1984-85	.20		.29	
1985-86	.28		.30	
1986-87	.22		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		95.8		94.9
1985-86		95.8		95.1
1986-87		95.0		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		95.7		93.3
1985-86		92.1		94.0
1986-87		94.5		94.9

8/17/87

ARKWRIGHT ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	63	100	61	100	85	83	46	98	78	98	8	41
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-23	4	-3	12	26	16	-2	14	0	10	0	

8/14/87

ARKWRIGHT ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL							38	100	38
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
ARKWRIGHT ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines				
		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	7.6	84	0	31
	System	9	6.3	70	24	6469
02	School	6	7.0	117	91	44
	System	6	5.6	93	68	5635
03	School	6	3.5	58	0	45
	System	6	5.1	85	50	5233
04	School	4	3.4	85	41	39
	System	4	4.1	103	77	4974
05	School	4	4.0	100	90	31
	System	4	4.0	100	78	4508
06	School	4	4.0	100	93	28
	System	4	4.0	100	82	2199
07	School	4	5.8	145	100	32
	System	4	3.8	95	77	1622

7/08/87
ARKWRIGHT ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	13.3	102	100	42
	System	13	11.7	90	61	6894
02	School	13	12.4	95	84	44
	System	13	12.0	92	63	5770
03	School	13	11.3	87	44	45
	System	13	11.5	89	51	5265
04	School	13	10.4	80	0	39
	System	13	11.1	85	43	4974
05	School	13	11.8	91	29	31
	System	13	11.0	85	43	4514
06	School	13	12.3	95	32	28
	System	13	11.6	89	50	2202
07	School	14	13.7	98	72	32
	System	14	11.5	82	39	1625

Arkwright Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	36	40	50	61	93	61	90	--	564
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		45	43	50	27	49	22
02		49	44	50	29	43	14
03		35	46	50	57	24	-33
04		33	39	50	39	41	2
05		30	31	50	27	55	28
06		35	28	50	29	21	-8
07		25	32	50	24	19	-5
	School Total	252	263	50	33	37	4
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		45	43	50	49	63	14
02		49	44	50	57	59	2
03		35	46	50	60	37	-23
04		33	38	50	55	45	-10
05		30	31	50	67	68	1
06		35	28	50	60	54	-6
07		25	32	50	44	38	-6
	School Total	252	262	50	56	52	-4
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

ARKWRIGHT ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	32	28	50	22	32	59	66	7
	MEAN GE	2.7		1.8	2.6	0.8		2.0	2.9	0.9
03	PERCENT	50	38	32	26	-6	38	58	45	-13
	MEAN GE	3.7		2.4	3.3	0.9		2.9	3.7	0.8
04	PERCENT	50	32	53	47	-6	31	52	48	-4
	MEAN GE	4.7		4.0	4.3	0.3		4.4	4.6	0.2
05	PERCENT	50	23	48	70	22	23	65	83	18
	MEAN GE	5.7		4.6	6.2	1.6		5.1	6.6	1.5
06	PERCENT	50	26	19	23	4	26	58	58	0
	MEAN GE	6.7		5.3	6.3	1.0		6.1	7.0	0.9
07	PERCENT	50	28	32	14	-18	28	64	43	-21
	MEAN GE	7.7		6.1	6.3	0.2		7.1	7.4	0.3
SCHOOL TOTAL										
	PERCENT	50	179	35	37	2	178	59	56	-3
	MEAN GE			3.9	4.4	0.5		4.1	5.0	0.9
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Arkwright Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	68	2.7	3.5	4.2	3.5
04	64	50	61	62	50	4.7	5.3	5.3	4.7
07	52	50	54	50	30	7.7	7.9	7.6	6.2

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	45	2.7	3.0	3.2	2.5
04	64	50	66	62	49	4.7	5.6	5.4	4.6
07	52	50	60	52	40	7.7	8.5	7.8	6.8

09/22/87

ARKWRIGHT ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	5	30	11	34	12	38							3	62	31	38
		1987		43		35		42								51		41
		GAIN		13		1		4								-11		3
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986			29	49	29	51	35	48	29	45	25	44	27	40	174	46
		1987				50		41		44		49		43		35		44
		GAIN				1		-10		-4		4		-1		-5		-2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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ARKWRIGHT ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	5	16	12	35	11	35							2	62	30	34
		1987		45		47		39								52		44
		GAIN		29		12		4								-10		10
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986			28	58	30	61	34	54	29	53	25	50	28	51	174	55
		1987				57		51		51		57		52		46		52
		GAIN				-1		-10		-3		4		2		-5		-3
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
ARKWRIGHT ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	45	69	58	71	58	78	84	78	87	71	78	209
	1987	41	83	66	78	54	83	85	83	78	63	66	211
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. 86-87 SCHOOL			14	8	7	-4	5	1	5	-9	-8	-12	2
DIFF. SCHOOL-SYSTEM (1987)			4	1	10	-7	5	4	2	-4	-1	-4	0
DIFF. SCHOOL-STATE (1987)			-1	-10	3	-5	6	0	3	-3	3	-3	-1

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	45	96	93	73	82	91	91	62	82	78	82	73	69	91	67	87	207
	1987	41	83	90	66	76	78	93	73	61	88	85	80	90	90	76	80	206
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. 86-87 SCHOOL			-13	-3	7	-6	-13	2	11	-21	10	3	7	21	-1	9	-7	-1
DIFF. SCHOOL-SYSTEM (1987)			-4	2	-5	-4	0	0	5	-16	6	4	4	5	-3	1	-3	-5
DIFF. SCHOOL-STATE (1987)			-7	-1	13	-5	-2	-1	5	-10	4	4	5	-1	-5	-6	-2	-7

09/11/87
ARKWRIGHT ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	34	41	9	44	29	35	21	24	21	210	94
	1987	47	47	11	51	49	13	17	26	4	200	94
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		6	2	7	20	-22	-4	2	-17	-10	0
DIFF. SCHOOL-SYSTEM (1987)			15	1	14	19	3	3	5	-4	-8	4
DIFF. SCHOOL-STATE (1987)			25	4	26	25	6	7	10	-1	-14	0

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	34	32	18	24	18	24	24	35	29	38	35	24	24	210	94
	1987	47	30	28	55	28	40	40	32	19	19	19	2	13	206	98
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-2	10	31	10	16	16	-3	-10	-19	-16	-22	-11	-4	4
DIFF. SCHOOL-SYSTEM (1987)			5	-9	-4	-3	-3	-5	-10	-2	-1	-4	-10	-7	-1	12
DIFF. SCHOOL-STATE (1987)			13	-2	2	2	0	4	0	2	5	0	7	-3	-4	6

08/31/87
ARKWRIGHT ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	35	80	74	49	49	80	89	74	77	66	83	71	203
	1987	28	86	86	43	43	75	79	89	82	71	82	82	204
SYSTEM	1987	4374	72	67	45	39	72	75	68	66	55	72	58	200
STATE	1987	75905	83	77	57	54	81	84	78	76	68	81	73	207
DIFF. SCHOOL	86-87		6	12	-6	-6	-5	-10	15	5	5	-1	11	1
DIFF. SCHOOL-SYSTEM (1987)			14	19	-2	4	3	4	21	16	16	10	24	4
DIFF. SCHOOL-STATE (1987)			3	9	-14	-11	-6	-5	11	6	3	1	9	-3

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	35	83	80	94	66	66	77	66	80	49	80	63	51	203
	1987	28	82	71	89	86	68	61	50	71	46	71	93	61	203
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL	86-87		-1	-9	-5	20	2	-16	-16	-9	-3	-9	30	10	0
DIFF. SCHOOL-SYSTEM (1987)			20	-4	1	28	11	-2	-4	10	-2	3	20	18	3
DIFF. SCHOOL-STATE (1987)			12	-9	-3	22	-7	-11	-17	-3	-14	-6	9	0	-3

8/03/87

ARKWRIGHT ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	100	100	100	100	100	100	100	100										10	38
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	3	1	7	2	8	8	11	4	5	2										1	
01	SCHOOL	100	90	88	95	86	88	86	86	83	95	88	88	86	88	88					13	42
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	8	5	4	6	4	4	3	5	1	6	4	1	-4	-7	-6					0	
02	SCHOOL	95	95	98	93	98	98	95	100	95	98	95	93	100	93	95					14	44
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	6	1	10	5	10	10	9	11	4	11	7	3	7	0	1					1	
03	SCHOOL	98	98	100	87	98	96	87	87	96	96	87	93	87	100	87	91	96			16	45
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	8	10	10	-1	9	7	1	0	3	5	0	4	1	9	0	-2	3			1	
04	SCHOOL	97	95	84	95	82	53	84	76	82	82	84	53	50	87	92					12	38
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	4	2	-8	2	-10	-40	-6	-16	-10	-10	-8	-39	-43	-5	-2					-2	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	19	31
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	6	7	6	6	6	7	6	6	7	6	7	7	8	7	7	6	6	1	
06	SCHOOL	96	100	96	96	96	96	96	100	100	96	100	100	100	100	96	100	93	96		18	28
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	1	6	1	3	3	4	2	7	6	4	6	7	9	7	2	7	2	3		1	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100						14	32
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	7	7	7	7	8	8	8	7	9	8	8	8	8	8						1	

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ARKWRIGHT ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	100	100	100	100	100	100	100	100	100									11	39
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	2	5	6	6	6	5	6	7	8	4	13									1	
01	SCHOOL	98	100	98	100	100	100	93	93	93	100	98	88								12	42
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	0	2	2	7	8	9	6	5	5	10	8	-3								1	
02	SCHOOL	98	100	95	100	100	100	95	95	91	95	95	98	98	95	91					14	44
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	1	4	2	7	9	8	2	0	-1	-1	0	3	5	3	1					0	
03	SCHOOL	93	93	86	91	88	93	93	93	91	91	91	93	95	98	98	88	95			16	43
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-1	-1	-5	-2	-1	4	5	4	-1	1	3	4	5	8	9	0	7			1	
04	SCHOOL	92	79	95	90	77	85	79	85	85	92	79	82	79	79	85	85				13	39
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	-2	-13	0	-3	-14	-5	-13	-8	-6	0	-10	-9	-13	-12	-5	-3				-2	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	31
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	10	13	13			2	
06	SCHOOL	100	89	96	96	100	96	96	93	93	93	93	96	96	93	86	75	93			16	28
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	6	0	5	6	9	7	9	3	5	4	6	7	9	6	1	-9	9			1	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	97	97	97			17	32
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	6	8	6	8	8	9	9	8	10	9	9	9	8	9	6	7	9			1	

7/08/87 ARKWRIGHT ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	40	100.0		.0		.0	40
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	35	83.3		.0	7	16.7	42
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	41	93.2		.0	3	6.8	44
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	37	84.1	3	6.8	4	9.1	44
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	30	76.9	9	23.1		.0	39
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	31	100.0		.0		.0	31
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	23	82.1	1	3.6	4	14.3	28
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	32	100.0		.0		.0	32
	System	3,284	89.8	186	5.1	188	5.1	3,658